

The Need of English for Specific Purposes in Vocational High School: A Case Study at the First Grade of Electronic Industrial Engineering Study Program

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ARTICLE INFO

Keywords:

English for specific purpose;
learning situation analysis;
need analysis;
present situation analysis;
target situation analysis

Article history:

Received 2022-12-05

Revised 2023-02-20

Accepted 2023-08-11

ABSTRACT

This research focuses on the Need Analysis components in English for Specific Purposes (ESP), which are Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) based on students and an English teacher at first-grade Electronic Industrial Engineering in learning English for Specific Purpose. The research was conducted using mixed-method as the design. The participants are twelve first-grade students and their English teacher at Electronical Industrial Engineering. The instruments are questionnaires and interviews for both students and the teacher. The result of this research shows in the dimension course preferences 83% wanted to learn English following the material they need in engineering. Then 92% of them need to have good negotiation and instruction understanding proficiency for future occupation. Then, they are weak in speaking, with mastery categorized as low. This result is also supported by their teacher, She has a problem in preparing the appropriate materials because she only followed the previous pattern. Moreover, the students are weak in speaking and reading aspects, thus, they need to improve their skills for their future needs. The conclusion is that the school is required to fulfill students' needs for improving their skills in ESP.

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1. INTRODUCTION

Students in vocational high schools learn the skills they will need to succeed in their chosen fields as soon as they graduate. In response to the globalisation imperative, high school vocational programmes must ensure that their graduates are well-versed in both the specifics of their industry and the English language. In response to this demand, the Ministry of Education has mandated English communicative skills for Vocation High School students. English is a crucial skill for Vocational High School (SMK) students because it helps them prepare themselves to find employment after graduation. The study program at SMK has nine categories based on Indonesian government rule No. 17, the year 2013 article 80: technology and engineering, information and communication technology, health, agribusiness and agrotechnology, fisheries and marine, business and management, tourism, fine arts and crafts, then arts performing.

Instruction in English at SMK places a premium on communicative capacity, as mandated by Minister of Education and Culture Regulation No. 68, 69, 10/2013 concerning the fundamental English competencies (kemendikbud RI, 2013). Tavil (2010) argues that it has been common practice in language instruction for some time to emphasise the importance of speaking while downplaying the significance of listening, despite the fact that it is well-known that oral skills and aural skills cannot be taught independently of one another. Instead of focusing on individual words that are often unnecessary for comprehension, language instructors should educate their students to forecast, accept ambiguity, and link ideas.

Related to the explanation above, students need to learn not merely about general English but also to understand the English language relevant to their major study at the Vocational School Level. In many countries, the globalization of the economy and tertiary education attracts great interest in higher education, which has become a growing need for undergraduate students (Raitskaya, 2018). It is important to understand the English language specifically because, in this era, many books, journals, and other sources are written in English. In addition, having a deep understanding of ESP could help students to improve the quality of pursuing their targeted career. That is why there is a high demand for English for Specific Purposes (ESP). The meaning of ESP itself is a way people teach a language that relates to the student's field of work circumstances (Ureña Salazar, 2017).

Based on the importance of English for Vocational Students, it is important to find out whether ESP has been implemented in Vocational High Schools. There are several reasons why researchers choose this school for study. First, this school is one of the favorite schools in Padang. Second, once a month, students regularly visit nearby Industrial to learn about the industrial environment where they will meet people from overseas who work there. Third, related to their possibility of working in a nearby industrial in the near future, their English skills need to meet at least the requirements for working there. In addition, Paltridge (2014) gives a scheme of complete ESP coverage of Need Analysis below:

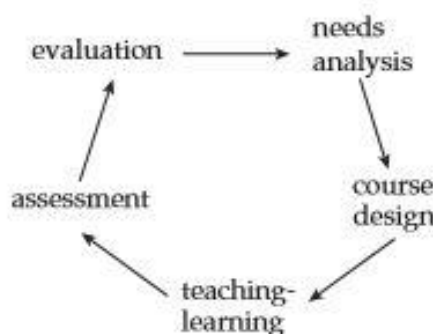


Figure 1. Need Analysis Cyclical in ESP Process

In conducting need analysis, there is a cyclical process that occurs, as it can be in Figure 1 above. The process starts with the phase of need analysis to find students' needs in English class. Then, developing and revising course design to meet students' needs. After that, the teaching-learning process is conducted as usual but using the previous course design. Next, an assessment needs to take place to find out the result of the teaching-learning process with the new course design. Then, the teacher evaluates the process from the beginning to have a better understanding of the results. The same process can be used in the future to improve the quality of ESP. Then Krahnke et al. (1985) state that one objective is to try to suit the needs of the students.

Then, In collecting data for Need Analysis, it should be careful. Markee (1993) explains it needs to be cautious and conducted carefully because the data comes from various sources, but West (1994) says there are problems related to Need Analysis where the perspective of learner and sponsors may be different. To solve that, Robinett et al. (1988) and Richards (2001) say everything should be considered

whether it is from learners or sponsors. Each of the theories perfecting each other gives a deep understanding of Need Analysis in whole coverage.

This research focuses only on the Need Analysis process. Dudley-Evans (in (Momtazur, 2015) explains need analysis consists of Target Situation Analysis (TSA), which this component focuses on discovering the language needs of learners that they are required to have at a specific situation, such as a professional field or study by using questionnaires as the instruments to decide the needs. In addition, Zhang & Zhan (2022) explain that the Target Situation Analysis intends to investigate the use of the language needs of the learners in the future. Then, Learning Situation Analysis (LSA) usually focuses on identifying the preferred learning styles and strategies in the teaching and learning process. Meanwhile, Zhang & Zhan (2022) said that LSA's focal point is based on the students' side to what they need. This component becomes subjective as it is preferred to only one side of participants in the process of teaching and learning. After that, Present Situation Analysis (PSA), is concern in which language level the learners have at the beginning of the course and also finds the strengths and weaknesses of the learners (Momtazur, 2015). In other words, the central point of the Present Situation Analysis (PSA) is on the students' needs and their shortage.

Rahman (2015) explains that in conducting Need Analysis itself, there are several components which are Target Situation Analysis (TSA) refers to a form of needs analysis, that centres on identifying the learners' language requirements in the occupational or academic setting, Learning Situation Analysis (LSA) refers to subjective, felt and process-oriented need, Present Situation Analysis (PSA) which seeks to ascertain what the students are akin to at the start of their language course, looking into their strengths and weaknesses, Means Analysis (MA) that directs the environment in which a course will be run or the environment in which a project will take root, grow healthily and survive, Language Audit (LA) is large-scale research in examining language needs. While in this study, the researcher will only use three of them that are Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA).

Based on the empirical findings, the researcher identified a number of challenges. Primarily, it was observed that students encounter difficulties in acquiring proficiency in English specifically pertaining to the technical lexicon of Electronic Industrial Engineering. Furthermore, the instructor failed to provide a foundational comprehension of English in the context of Electronic Industrial Engineering. Furthermore, there is a decline in students' enthusiasm towards English topics as a result of the insufficient innovation demonstrated by professors. In the context of group performance, it can be seen that students' ability to operate effectively as a team is hindered due to their diverse regional backgrounds. Subsequently, educators encountered difficulty in discerning the relative importance of various skills for children. Subsequently, it is seen that students often exhibit a passive approach towards the acquisition of English language skills inside the confines of the classroom. The current state of knowledge regarding the necessity for students to acquire English language skills for specific purposes in the field of industrial engineering remains undisclosed.

To give an overview of ESP for Electronical Engineering, some experts mentioned it. There are several studies related to ESP. First, a study by Sari & Wirza (2021) reflects that there are still many cases where vocational schools do not implement ESP in their teaching-learning process even though their students need to focus on English related to their major and job desk needs. Second, a study by Vongvilay et al. (2020) discovered that small-group instruction is the best way for students to learn how to write in English. Then, rather than general English, the pupils' preferred subject for studying is the subject of health. Students also need to develop their ability to expand an idea in writing and learn English independently. Third, a study by Khasanah & Madya (2019) found that students' needs for ESP materials spectate in their responses, which include expecting reading materials on subjects related to their study plans as well as reading materials that should assist students in overcoming their reading challenges through a variety of reading activities. This third finding also suggests that teachers did not have access to activities and materials that were relevant to their majors and work requirements during the teaching-learning process.

The existing literature lacks an examination of vocational schools that are closely affiliated with and get support from surrounding industries, which distinguishes this particular school. Subsequent investigations revealed prevalent concerns regarding the inadequate execution of English for Specific Purposes. From the standpoint of students, it is evident that there is a lack of assistance from schools and teachers in meeting their specific needs for well-structured English for Specific Purposes. Moreover, in light of the imperative requirement for the analysis of English for Specific Purposes (ESP) in order to enhance students' academic advancement, it is essential to obtain additional data from the instructor to substantiate the findings of the research. Despite obtaining their findings, the studies nevertheless exhibit a deficiency in evaluating the implementation of ESP in educational institutions.

Based on the phenomenon above, the researcher decides to conduct a study about ESP that focus on Need analysis with three components that are Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) by involving both teacher and students because previous studies only present the data based on students' perspective. The researcher chose first grade of Electronical Industrial Engineering students in the academic year 2022/2023 because they are still new to ESP, whereas previously, they are learning general English in Junior High School. That is why their needs for the course must be fulfilled for them to better understand ESP from the basic level in Vocational High School. It will cause them to have a better understanding and proficiency for a higher grade in Vocational High School. Then, this study also has no impact and intervention of curriculum changes from K-13 into Merdeka curriculum because the researcher only tried to reveal students' need for ESP courses, not designing and evaluating courses that will need a deep procedure.

The research inquiry pertains to examining students' learning requirements, target needs, and the current circumstances within a specific grade level of an electrical engineering vocational school, identifying the learning requirements necessary for assessing students' needs in relation to their ongoing learning process. The linguistic demands of pupils in relation to their future use. Subsequently, The current state of affairs pertains to the strengths and weaknesses of students in their present circumstances.

This research is expected to give significance to some fields. Theoretically, the finding of this research is expected to enlarge the readers' knowledge and demonstrate to the readers how to develop the English language in Vocational High School, which relates to the concept of Need Analysis. Hence, need analysis is useful for the students. Besides, practically, this research is also expected to give beneficial information for all the education stakeholders regarding the challenges that students are facing the most in ESP for vocational Schools. This research described how to implement the English language for the students' needs because the needs of Vocational High School students are different from those of general English at Senior High School. It also gives school or government descriptions of the teaching-learning process in the school so that they can control and evaluate the curriculum given. Lastly, this research can also be used as one of the references and information for further researchers who are interested in the same field.

2. METHODS

The research is present in mixed method research where the implementation of mixed-method is the combination of qualitative and quantitative. According to Creswell & Clark (2010), mixed techniques A research problem can be understood using research design, which is a process for gathering, analyzing, and combining quantitative and qualitative approaches in one research or a series of research. The researcher focused on Need Analysis consisting of Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) by using an explanatory sequential strategy in the first grade of an Electronical Industrial Engineering class Vocational School. The strategy will present in the following Figure 1, which is adopted from (Creswell & Clark, 2010).

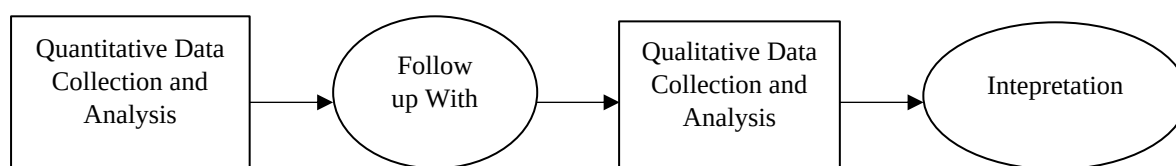


Figure 2. The Explanatory Sequential Strategy Adopt from Creswell (2008)

The research place was in the first grade of the Electronical Industrial Engineering class Vocational School. This research began on 1 August up until 30 August in the first semester of the academic year of 2022/2023. The prior participants for Need Analysis, consisting of TSA, LSA, and PSA, will be first-grade students and their English teacher at Electronical Industrial Engineering class Vocational School with 12 students and 1 English teacher. The instruments that the researcher used in the study were questionnaires and Interviews. The questionnaire comes with a Likert scale with four scales.

Table 1. Likert Scale

No	Items	Score
1	Very Important	4
2	Important	3
3	Less Important	2
4	Not Important	1

(Martin, 2004)

Then, for computing the result, the researcher administrated the completion of the questionnaire. The researcher will count the total answer for each answer category which exist in each aspect by using the percentage system below:

P : Percentage

F : Frequency

n : Number of samples

100% : Constant value

(Sugiyono, 2017)

Then, the researcher interviewed students and an English teacher with TSA, PSA, and LSA questions using a voice recorder. According to Creswell & Clark (Creswell, J., & Clark, 2010), there were six qualitative data analysis steps. They are perusing, exploring the data, coding, classifying, tabulating, and interpreting. The data was collected through some steps. First, the researcher gave questionnaires to students which consisted of questions related to Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) ,followed by an interview with students. Then, the researcher also interviewed the teacher with questions related to TSA, LSA, and PSA. Finally, the researcher will identify the data of the Need Analysis based on each indicator. Lastly, the data was analyzed by using a criterion scale with scoring.

3. FINDINGS AND DISCUSSION

The researcher collected data from 12 students about their learning needs, target needs, and present situation related to English for Electrical Engineering. Here is the result of the data analysis:

3.1. Learning Needs

Table 2. Important Skills for Learning Needs

Skill	Frequency	Percentage
Listening	9	75%
Speaking	11	92%
Reading	10	83%
Writing	11	92%
Grammar	8	67%
Vocabulary	10	83%
Average		82%

Source: Primary data, Excel 2022

Based on the data above it can be seen that the important skills for learning needs in the classroom based on students' perspectives are Listening skill with 9 students (75%), Speaking with 11 students (92%) Reading with 10 students (83%), writing with 11 students (92%), grammar with 8 students (67%) and vocabulary with 10 students (83%). So the most important skills are speaking and writing. Students' interview results also support this result that they think speaking and writing skills are very crucial for their learning needs in ESP for electrical engineering, especially material speaking about the basics of electrical engineering and writing text related to their major. The teacher also added that in the teaching-learning process, they mostly need to write and speak to prepare them to fulfill learning objective requirements.

Then, students also need to learn with the media they really need, because the media has an impact on their learning. There of their preferences toward media can be seen below:

Table 3. Important Skills for Learning Needs

Media for Students' Learning Needs	Frequency	Percentage
Powerpoint	11	92%
Video	9	75%
Modul	8	67%
Practical	11	92%

Source: Primary data, Excel 2022

Based on the table above, students' preference toward media can be seen. Students tend to prefer PowerPoint, with 11 students (92%), 9 students (75%) prefer video, 8 students (67%) preferring Modul, and 11 students (92%) preferring Practical. So, students preferred PowerPoint and Practical for their learning media needs.

The result above is supported by students' interview results that they wanted to learn about PowerPoint and practical more because in PowerPoint, they find it interesting and in practical, find it challenging and encourage the to learn, but the teacher rarely uses it. The teacher also explains that students wanted to learn through PowerPoint media and practicals to keep the learning process interesting, but he rarely uses it because preparing it takes too much time.

3.2. Target Needs

Then, students' perspectives related to the target need for jobs and occupations. Here are the findings:

Table 4. Important Skills for Target Needs

Skill	Frequency	Percentage
Listening	11	92%
Speaking	11	92%
Reading	8	67%
Writing	6	50%
Grammar	7	67%
Vocabulary	6	50%

Source: Primary data, Excel 2022

Based on the data above it can be seen that the important skills for target needs in the classroom based on students' perspectives are Listening skill with 11 students (92%), Speaking with 11 students (92%) Reading with 8 students (67%), writing with 6 students (50%), grammar with 7 students (67%) and vocabulary with 6 students (50%). So the most important skills for a job and occupation are Listening and speaking.

This result is also supported by students' interview results that in the future, for a job, they need listening and speaking skills. In the future, they are going to work in Electronical industries, especially in nearby manufacturers and industries that consist of workers from overseas. That is why they need speaking and listening skills most to be able to do conversations with other workers. The teacher also supported that by saying students from this Vocational School can get an easy way to join nearby manufacture Industrial, so students need listening and Speaking skills most.

Then, to know which aspects of each skill were needed the target, the researcher found the result below:

Table 5. Skills Component Need for Target Needs

Skills	Aspects	Category
Listening	Understanding any kind of question and response in the industrial environment	Very important
Speaking	Good negotiation and instruction understanding proficiency for future occupation	Very important

Source: Primary data, Excel 2022

Given the foregoing, it seems clear that the ability to comprehend any type of question and response in a business setting is crucial when listening. Then, students need to have strong communication skills in order to succeed in their chosen field. Student and faculty interviews corroborate this finding, showing that knowledge of any type of question and its answer is necessary to meet the goal. Then, in the oral parts, they must be able to ask and answer questions fluently.

3.3. Present Situation

In the present situation analysis, the researcher finds out about what is students' current skills. This finding consists of their strength and weaknesses. The data can be seen below:

Table 6. The present situation of students' skill mastery

Skill	Frequency	Mastery	Category
Listening	6	50%	Moderate
Speaking	5	42%	Low
Reading	9	75%	Good
Writing	8	67%	Moderate
Grammar	7	58%	Moderate
Vocabulary	9	75%	Good

Source: Primary data, Excel 2022

Based on the data above, it can be seen that students' mastery of English skills. Students' mastery in Listening is moderate (50%), in Speaking as low (42%), in Reading categorized as Good (75%), in Writing (67%) and Grammar (58%) is categorized as moderate, and Vocabulary is Good (75%). This result is supported by students' explanation that they only learn general English mostly in school so they are weak in many aspects of skills related to Electronical Engineering. Then, the teacher also explains that students' low mastery related to the teaching-learning mostly used General English.

Then, to know the aspects that are good and low, the researcher classifies the data into most relevant and representative to the result below:

Table 7. Skills Component Need for Target Needs

Skills	Aspects	Category
Listening	Understanding any kind of question and response in an industrial environment	Good
Vocabulary	Kind of instrumentation vocabulary	Good
Speaking	Mastery of asking and responding to conversation	Weak
Grammar	Tenses (Simple Present Tense, Simple Past Tense, Continuous Tense, Present Perfect Tense, etc)	Moderate

Source: Primary data, Excel 2022

Based on the table above, Students in grade X are good at Listening in the aspect of Understanding any kind of questions and responses in the industrial environment, and vocabulary is the aspect of instrumentation vocabulary. Meanwhile, they are weak in Speaking in the aspects of Mastery of asking and responding to conversation and grammar in the aspect of Tenses (Simple Present Tense, Simple Past Tense, Continuous Tense, Present Perfect Tense, etc.). In line with that, students also explain in the interview that it is rather easy to understand questions and responses in an industrial environment because it is still a daily conversation. Then, it is easy for them to learn vocabulary because it is not new to them and they are getting used to it. On the other hand, they are still weak in both speaking in the aspect of mastering asking and responding to the conversation and in mastering grammar tenses. It is supported by the teacher that students still need to improve their skills in speaking and grammar. The teacher also explains that the English used in the teaching-learning process still uses the module and the media used by the teacher rarely use multimedia like video, PowerPoint, and even practicals. That is why students' mastery of English skills is still not good enough.

Discussion

Based on the result above it can be stated that in Learning needs, students need more skills in writing and speaking because both skills are very crucial for their learning needs in ESP for electronical engineering, especially material speaking about basics of electrical engineering and writing text related to their major as the teacher also explains that in the teaching-learning process, they mostly need to write and speak for preparing them to fulfill learning objective requirement. It shows that 82% of students wanted the teaching-learning process to fulfill their learning needs which is English related to their electronic Major. Then the media they need are PowerPoint and practical more because they find that PowerPoint media is interesting and in practical, they find it challenging and encourage them to learn. The teacher also explains that students asked several times about learning through PowerPoint media and practicals to keep the learning process interesting even though he is not able to prepare it due to the schedule.

Then, in Target needs, it seems that they need Speaking and Listening skills. Students said that in the future, they need listening and speaking skills because they are going to work in Electronical Industrial, especially in Manufacture and industrial which consists of the worker from overseas. Then, students from Vocational School can get an easy way to join with industrial that support the school, so

students need listening and Speaking skills most. About 92% of them need to have good negotiation and instruction understanding proficiency for future occupations.

After that, in the present situation related to students' mastery in English skills. This study found that most students are good enough in reading and vocabulary with 75% of students saying they are well enough with it, but their skill is weak in Speaking (42%) categorized as low. Then, students only learn general English in school, so they are weak in many aspects of skills related to Electronical Engineering. Then, the teacher also explains that students' low mastery related to the teaching-learning process that they are learning is General English.

In conclusion, vocational schools fall short of meeting the full scope of today's educational and occupational demands. The student's proficiency in English as it relates to their Electronical Engineering major is demonstrated by their demonstrated interest in learning about certain topics within that field and their current circumstances. Whereas, the target audience's requirements necessitate competency in Electronical Engineering and English, emphasising the latter. Additionally, this institution should offer ESP to tenth-grade Electronical Engineering majors.

This study is supported by Basturkmen (2005), who states that the requirements analysis process is a crucial component of ESP because it helps students identify their skills and define their needs following their goals, objectives, and preferences. Knowing what students need, will make them aware of what they need to do. But after revealing the result, the researcher found that ESP for Electronical Engineering was not implemented. Sari & Wirza (Sari, F. P., & Wirza, 2021) also found that there are still many cases where vocational schools do not implement ESP in their teaching-learning process even though their students need to focus on English related to their major and job desk needs. , schools need to fulfill students' need to improve their proficiency in ESP as Vongvilay et al., (Vongvilay, P., Kartika, D., & Laila, 2020) found that rather than general English, the pupils' preferred subject for studying is the subject of health. Students also need to develop their ability to expand an idea in writing and learn English independently. When the teaching-learning process does not include English related to students' major, it will cause students to have low skill and ESP encourage the teacher to be more creative as what Khasanah & Madya (Khasanah, I., & Madya, 2019) found that teacher need to provide various activities for students to meet their needs.

4. CONCLUSION

The result of this research shows that the school the research found that both teachers and students need to collaborate and the school's stakeholder needs to make a good fitting to the course design. In the current process of the teaching-learning process, the English they are learning is still general English. The student also needs to learn material related to their major and almost them know their strength and weaknesses. That result is also supported by teachers whose has the same perspective as students. Furthermore, the school needs to fulfill students' needs to improve their skills in ESP.

The implication of this research for the researcher is to enrich the researcher's knowledge of ESP in the vocational school. The implication for schools is as consideration for school element for preparing and providing a better teaching-learning process environment for students of Electronical Engineering Vocational School. This study is limited to one class of Electrical Engineering in a vocational high school. For the next research, hopefully, be able to conduct a study with various majors to get a larger picture of ESP in Engineering vocational school.

Acknowledgements: Special thanks to my family, advisor, and contributor for this article, and also thanks to Universitas Negeri Padang who provide the researcher with a supportive environment for improving the quality of this paper.

Conflicts of Interest: The authors declare no conflict of interest.

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